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ABSTRACT

The purpose of this project grant was to demonstrate feasibility of local video tape program development for Adult Basic Education, to determine the instructional effectiveness of that programming with ABE students, and to explore means of A.B.E. teacher improvement through use of videotape. Step one, the production of an audio-visual catalog listing material appropriate to Adult Basic Education was completed. Step two, the determination of weak areas in existing audio-visuals resulted in lessons in the general areas of (1) communication skills, and (2) consumer math being developed. Step three, the local development of supplemental video tape recorder (VTR) curricular material was not efficiently or effectively realized because of the lack of knowledgeable professional manpower in television curriculum development and production. Step four, exploration of teacher improvement through the use of VTR was attempted, but inadequate staffing, and logistical and technical difficulties encountered made results of this effort inconclusive. (For related documents, see AC 010 639 and 640.) (Author)

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APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

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ALABAMA

GADSDEN ABE MATERIALS
DEMONSTRATION PROJECT

STATE MODULE FINAL REPORT

AC010638

AUGUST 31, 1970

MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

ALABAMA PROJECT

FINAL REPORT

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SUBMITTED BY: E. C. WILSON

JUNE 15, 1970

FINAL REPORT SERIES

Project No.: 9-3-S-2-017

Grant No.: OEG-2-7-005077-5077 (324)

DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 1

ADULT BASIC EDUCATION MATERIALS DEMONSTRATION PROJECT

ALABAMA STATE MODULE

E.C. Wilson, Director

Date: September 30, 1970

RECEIVED
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E.R.I.C.

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U.S. DEPARTMENT
OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
BUREAU OF ADULT, VOCATIONAL, AND
TECHNICAL EDUCATION

Funded under the authority of Public Law: 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

ABSTRACT

The purpose of this project grant was to demonstrate feasibility of local video tape program development for Adult Basic Education, to determine the instructional effectiveness of that programming with A.B.E. students, and to explore means of A.B.E. teacher improvement through use of videotape.

Step one, the production of an audio-visual catalog listing material appropriate to Adult Basic Education was completed. Step two, the determination of weak areas in existing audio-visuals resulted in lessons in the general areas of 1) communication skills and 2) consumer math being developed. Step three, the local development of supplemental video tape recorder (VTR) curricular material was not efficiently or effectively realized because of the lack of knowledgeable professional manpower in television curriculum development and production. Step four, exploration of teacher improvement through the use of VTR was attempted, but inadequate staffing, and logistical and technical difficulties encountered made results of this effort inconclusive.

INTRODUCTION:

ABE being unique in the field of education poses many problems, not the least of which is an awareness on the part of the citizens, teachers and administration of the need and imperativeness for such education. The very people who need help the most by this very feature are the ones who are least represented and have the least power or influence to make themselves heard. In most cases, these are the weeds which have been plucked from the fertile lawns and cast aside to be caught up in a circle of poverty and depravation that cannot be broken. They have trouble even making themselves heard.

The purpose of this project would be to give aids available to those who are attempting to teach the adult who is so undereducated that the adult may not know of his needs and if he does, cannot help himself. The man who cannot read the ads to find a job, the housewife who cannot read a recipe or the elderly person who cannot recognize a bargain when one presents itself, are the people to which this endeavor has attempted to help.

The County Welfare Department, County Health Center, Pensions and Security, Sheriff's Office, Nursing Homes, Head Start, Industrial Development Boards, and Local School Administrators and doctors and nurses from the T. B. Sanitarium were very cooperative in referring people to this project and furnishing names and addresses of people who could be helped.

OBJECTIVES

(1) To catalogue available aids for ABE

The cataloging of AV material appropriate for use in Adult Basic Education was motivated by the need among ABE teachers for aid in programming audio-visual for adult students. Additionally, compilation of the catalogue aided in the determination of the strengths and weaknesses in existing AV-ABE materials.

The annotated listings of the completed catalogue were suggested by a number of similar programs, related agencies and interested individuals. Copies were distributed to each ABE teacher in the Etowah system and accompany this report.

(2) To determine weak areas in audio-visuals

The intent of this objective was the determination of weaknesses in existing audio-visuals so that VTR teaching aids could be locally developed where they were most needed. Compilation of the catalogue was the first step in ascertaining what direction local efforts should take. Consultation with those people most closely associated with adult learning, the ABE teacher and the ABE student also helped in arriving at those subject fields in need of supplemental audio-visual aids.

Analysis of the AV-ABE catalog and teacher/student consultants revealed one general observation. No matter what subject area was reviewed, the lowest level, or Level One in the ABE structure, was most deficient of existing materials appropriate for adult learning.

This lack of entry-level material may be explained by the newness of the ABE program and its minority standing within the educational universe. Commercial and educational producers develop materials to sell to the mass educational audience, and that audience is overwhelmingly children. Films or tape that might be appropriate in subject matter for undereducated adults are often not appropriate in treatment.

Weaknesses were found to exist in many areas and two subject areas were selected. Attempts were made in each area to develop VTR teaching aids. Efforts were concentrated in the areas of communication skills, and consumer math.

Generally poor communication skills among undereducated adults, the lack of appropriate available materials and the importance of verbal and written communications in everyday life provided the reasons for the development of local materials in the area of communication skills. Three tapes were developed on this subject.

Analysis revealed that low-level mathematics and consumer education were also necessary skills for adult basic education students. Catalog research also revealed deficiencies in both these subject areas.

In order to demonstrate the practical uses of math it was decided to combine that subject area with consumer education into "consumer math" tapes on simple interest rate, and installment buying were among these developed in this combination.

As an innovative adjunct to the teaching of communication skills, an attempt was made to faciliate the learning of reading by instruction in music. It was felt that through the use of musical lyrics, students could be motivated to read, thereby enhancing their ability to communicate and reinforcing the more formal communication skills instruction received in the classroom.

(3) <u>To develop videotapes in the weak areas</u>.

The intent of this objective was production of VTR programs tailored specifically to the needs of ABE students, so that gaps in existing professionally produced AV/ABE materials would be locally supplemented. These supplementary programs were to be taped in the ABE classroom as a demonstration of the feasibility of local production of electronic teacher-made materials.

Initially it was planned that the ABE classroom teacher would be responsible for the full range of software development; from preliminary research, to content planning, to actual "on air" presentation. Utilization of inexpensive portable videotape equipment made remote taping in the classroom

relatively simple, although the simplicity of the hardware involved was not matched by ease in software production.

From the very beginning, serious problems plagued the projects operations. It soon became apparent for instance that competent ABE classroom teachers were not automatically competent television instructors. The inexperience of the "on-camera-talent" was matched by the personnel behind the scenes. Technical personnel had no formal training in program development or production techniques and therefore could give no guidance to the teachers. Unforeseen production and logistical problems, such as manpower shortages and poor classroom lighting and acoustics only added to the pool of difficulties engendered by the use of untrained personnel.

The ABE classroom teachers part-time status severely restricted the amount of time and energy they could allocate to special preparation for televised lessons. The lack of support staff, such as graphic artists to aid in visuals production, only added to the responsibilities of the teacher.

The unforeseen difficulties encountered in field development of VTR material required a major change in the original concept of "on site" taping. When studio production facilities were made available in January, five months after the project started, it was decided to abandon field production. Although moving to one central location did help the manpower shortage, and dispensed with problems of lighting and acoustics, the move traded one set of problems for another.

Since the ABE teachers were all full-time day school instructors, they had no time available outside class hours to develop videotapes. Previously, class hours were utilized not only for classroom instruction but also for VTR development. The studio move separated these functions but did not provide the teacher with more money for the extra hours now needed or gave release time from normal duties. Therefore, the studio move, although solving some problems, subtracted from the project the prime source of manpower, the ABE classroom teacher.

In order to replace the instructional talent lost by the shift to studio usage, teachers funded through a Title III grant were recruited to aid in videotape development. These teachers were also untrained in televison instructional techniques, plus they carried the additional burden of having no previous experience working with ABE students. Their heavy schedule of on air teaching (sometimes 4 to 5 hours daily) left little time to allocate for ABE. Conflicting philosophies also complicated working with the Title III teachers.

Title III personnel were charged with the responsibility of operating an ongoing program, not conducting a demonstration. Although their instruction was good, it too often consisted of watered down lessons originally prepared for higher level students. The difficulties encountered in production of VTR material to demonstrate precluded the planned evaluation of that material. Six of the ten classes in the county saw the televised materials but pre and

post tests were not given. Gains made in their classes cannot be connected to their viewing of the television lessons.

(4) To explore means of teacher improvement through the use of videotape.

Initially, this objective and the actual development of in-classroom videotapes were closely linked. It was thought that by having the classroom ABE teachers serve as on-camera "talent" during VTR production their instructional methods would improve while concomitantly a useful audio-visual teaching aid would be developed. It was projected that through use of experienced ABE teachers, lessons could be tailored specifically to the special needs of the Adult Basic Education student while at the same time the teacher's skills would improve through self-observation.

A combination of factors however, proved this concept fallacious. The unplanned nature of a micro-teaching situation is an asset to the validity of its teacher-training function. The same lack of planning, however, spells disaster for an effective television lesson. Likewise, if in a training situation the battery of skills necessary in good television teaching are lacking, the training value of the tape will not be diminished. However, lack of these skills by the teacher in a televised lesson meant for broadcast will be detrimental to lesson impact.

Technical and logistical problems, such as poor layout and lighting in the field, and untrained and inadequate manpower, further complicated the problem of using unskilled teachers as "talent."

Another problem in making tapes under classroom conditions arose because of individualized instruction. In most ABE classes in Etowah County several levels are mixed together into one class. This makes it difficult for a teacher to prepare a televised lesson suitable for all students in the class.

Although the tapes developed in the field were of some use in teacher improvement, it was soon realized they had little usefulness as teaching aids. The variety of problems previously stated accounted for this situation.

Tapes made in the field were played back to teachers, but the absence of a skilled teacher trainer to aid in interpreting the videotapes, and channeling new found insights made this practice of minimal impact.

The unexpected problems that arose required major changes in the initial concept of teacher improvement running concurrently with VTR field development. When studio production facilities became available midway through the project, it was decided to abandon field production. The controlled environment of a special production studio was considered to be more conducive to VTR development. However, the move to studio facilities severely hampered the teacher improvement objective. Attempts at bringing ABE teachers into the studio met with little success.

Since the personnel involved were all full time day school teachers and part time ABE teachers they had no time available outside class hours to aid in VTR development, and funds were not available for release time. This

added obstruction required a re-evaluation of project priorities based upon the time, and money left for completion of the demonstration. Development of tapes was considered the foremost priority, therefore abandonment of the teacher improvement objective was decided upon in order to focus remaining time and energies on VTR development.

OUTREACH:

Student survey records show that recruitment was accomplished by these methods: 69 - through teacher contact; 36 - through other ABE students; 16 - through church announcement; 6 - by letter; 6 - by announcement sent from school; 4 - through newspaper; 1 - by PTA announcement.

Reasons for attending ABE Classes as given by students are as follows: 22 - to learn to read and write; 56 - for self-improvement; 22 - to pass the GED test; 14 - to further my education; 8 - to get a better job; 4 - to finish high school; 3 - to finish Nursing School; 2 - to be able to help children at home; 1 - to be better informed; 1 - to socialize; 1 - to pass subjects prerequisite to getting into Mortuary Science when discharged from T. B. Sanitarium; 2 - to get a job.

Although it does not show in the survey, the GED test seems to have the most influence upon recruiting and retention in this program.

Two local radio stations carried spot announcements of the program and its beginning for several weeks. An article appeared in the largest newspaper in the County announcing the awarding of the research project to our system. The use of VTR in adult classrooms was heralded in some surrounding counties and visitors were welcomed from time to time.

The announcement to school children that the VTR would be in the school at night and people could see themselves on TV led to the attendance of men. women and children. This is believed to be a significant development. It led to the assumption that this might be a means of recruitment which had been overlooked and possibly could be exploited in ABE.

RETENTION:

Of the original groups which were pre tested, no one withdrew.

DIAGNOSIS:

Before entry into research for AABEDC there had been very little formal testing done in this system. Since formal testing was required for documentary purposes, pre and post tests were administered and it was found in many cases with proper preparation on the part of the teacher much of the phobia could be removed from the students. Although the best cooperation was not experienced,

the ground work was layed for better results in the future. Some of the teachers have not been sold upon testing and this may account for the low percentage taking tests at some centers.

In the West End System where the VTR and GED examinations were pushed, the enrollment was doubled and 23 students took the test and passed. Three students from the adjoining county heard the radio spots about the testing and came to this center and passed the test. The test was administered by Dr. Condra, Director of the University of Alabama Center in Gadsden. He commuted the distance of 20 miles from Gadsden to West End five different nights and gave the test. A total of 26 students passed the GED test.

TABE Tests were given to each student. In many cases, teacher-made locator tests were given to locate the grade level. Results of the pre and post tests are included.

MANPOWER:

A total of 13 ABE teachers, one project director, one project counselor and one secretary are involved in this program. Two T.V. technicians, two cameramen, one County Director of Curriculum and Instructional Media, the County Coordinators of Science, Math, English, Social Studies, and Music are involved in this program. The ETV studio for the county school system is made available at scheduled times for making tapes. The Coordinators have all been involved in making tapes in their respective fields.

The Internal Revenue Department, the Social Security Department have furnished lectures to ABE Classes.

Mr. Horace McWhorter representing the State ETV Commission has visited our studio and advised methods and procedures to use.

Link Enterprises of Montgomery has furnished an engineer to view this program and evaluate and advise in tape making.

Dr. A. L. Wilson, Professor of Education, New Mexico State University, visited the county system and was consulted in the development of the ABE Program.

Dr. Ed Wood, who represented the University of Alabama in a county wide curriculum study, is doing a dissertation on the development of ABE in Alabama. He spent several hours in the ETV studio and with local administrators discussing the project. Dr. Wood brought tapes, which the University had developed, to be viewed locally.

Mr. Cam Whorton, Program Production Manager, attended a two-day workshop in Lexington, Kentucky ETV studios. This opportunity was made possible by the AABEDC at Morehead University.

Dr. Taylor, Director of Elementary Education, from Jacksonville State University, was consulted on methods of rating teachers.

Miss Gladys Marona, Etowah County Attendance Supervisor, gave able assistance in locating and assisting in recruiting students.

An in-service workshop was held in October at the Gadsden State Junior College. All teacher's involved in the project were present and participated

in this meeting. Emphasis was placed on the use of audio visuals in classroom presentations. All aids available in the county education systems were presented and used by each teacher. The county supervisor of instruction and audio visuals was present and supervised the use of the equipment.

Six teachers and the project director were enrolled in a course at the Gadsden State Junior College entitled, "Nature of Adult Education," offered by Auburn University.

The objectives of this course were to assist practitioners and supervisors engaged in ABE to carry out learning activities with adults at any level of instruction. Many current and daily problems of teaching adults were discussed in these classes by the research teacher and director.

The State Supervisor and Area Supervisor were brought into the studio to evaluate tapes and procedures. The County Coordinators have acted as teachers and consultants from time to time.

MATERIALS AND CURRICULUM:

The locator test, student survey, counseling and private conversation were used in determining the curriculum after the wants and needs of the students had been determined. The task of assembling material was attacked.

Program materials from Steck-Vaughn were used at least 70% of the time. Teachers in this county are more familiar with Steck-Vaughn material than any others, which accounts for this high percentage. The Audio-Link, World of Work Series, which deals with good attitude, good employee-employer relationships was introduced. This program stressed good citizenship, which is

deemed important by the project director.

The Link Perceptual Development Series, which places emphasis on reading, was used. This program is considered being very good for Level III reading and probably had a great deal to do with the success of the West End Center.

Teacher-made materials were used 15% of the time. These materials included: tapes of drivers license manuals, VTR used to tape a difficult English class, a simple bookkeeping system for a small store operator to learn and use, teacher-developed filmstrips on local county and city government, completing Social Security forms in class, a talking book series, a baby shower for one enthusiastic member, a going away party for a German girl, and showing filmstrips for a person who had never seen one before. The teacher-made materials were used to create learning situations for adults.

The Cowles "How to Pass the GED Test" was used to develop a curriculum for the third level students who were primarily interested in passing the GED Test.

Transparencies made in the Central Office to teach Level III Math were not successful.

METHODS:

Many different methods were used. Each teacher usually has some particular way that she likes to conduct a class, however, we realize that Androgogy is different from Pedagogy if one method does not work, another

has to be tried.

The teachers were encouraged to use the lecture method as little as possible.

Listed are the types of teaching methods we used: lecture or speech, panel, role playing, question period, field trips or tours, committee, buzz sessions, demonstrations, discussion groups, interviews, short course, skits, person to person or individual, combination of the above with audio visual devices and ETV.

FOLLOW-UP:

At the close of the 1969-70 school year 26 ABE enrollees had passed the GED test. Seven of these enrollees have indicated that they would attend the Gadsden State Junior College, which is located in this city. Five have received job promotions, ten received pay increases, three plan to attend Nursing School and the others have not changed status and are not certain of future plans.

COUNSELING:

The enrollees in the ABE Classes received group and individual counseling. Group counseling consisted of general information of interest to the group. Encouragement and praise were given to those in attendance in ABE Classes. Stress was placed on the value to be received through regular attendance.

(1) Available jobs in the city and county were discussed.

(2) Help was given in routine completion of application forms.

(3) Home beautification and clean-up projects were discussed and encouraged.

(4) Voter registration and participation in local and state government urged and encouraged.

(5) Community projects discussed and information given on how to join and become a part of community functions.

(6) Subscription to local newspapers was encouraged.

(7) Credit and long-range buying discussed. The fallacy in some lending agencies was discussed as it relates to interest rates, term payments, and contractable agreement.

(8) Medical cost and hospital rates discussed.

(9) Shopping hints on grocery buying and food preparation on low budgets explained.

Individual counseling with enrollees included:

(1) Personal problems of enrollees.

(2) Marriage and family relationships of enrollees.

(3) Home rentals, home ownership, and home improvements of enrollees discussed.

(4) Personal adjustments on the part of enrollees as it relates to home and family life.

(5) Self improvements and realistic goals for enrollees.

(6) The need for ABE as it relates to individual and community improvements.

(7) Agencies where help could be received for personal problems were recommended.

STATE SUPPORT:

The State Director of Adult Education is fully aware of our objectives in the use of the Video Tape (VTR). Through the state ABE funds we have been allowed to purchase video tape recorders on the local level.

The State Director has referred administrators from other systems to study our use of the VTR and its development within our program. We feel that they view our program as innovative and we have received nothing but encouragement on this level.

RECOMMENDATIONS:

Weak areas in this program would have to be the involvement of ABE teachers in the tape production. These teachers were full-time day school teachers and moonlighters at night. They did not have the time to prepare and come to the studio to make tapes. The lights and facilities at schools were not conducive to development of good tapes.

The number of objectives in relation to the manpower at the start of this program was probably not wise. It is believed that all objectives will be met to a degree; however, more time and know how is needed to become as sophisticated as is desirable in the development of VTR for use in teaching adults. It is felt that this is the part of the objective which should be pursued. The possibility of teaching adults by cablevision seems to be the next step.

The assumption that good video tapes could be developed under regular classroom conditions with teachers who were not trained in VT production was a fallacy. This problem will be solved, we believe, by using the VTR teachers who work fulltime at VTR production. Developing tapes under classroom conditions consumed valuable time until it was realized that this could not be done and the regular TV teachers were induced to produce ABE tapes. The only drawback here was that these teachers had little or no experience in teaching adults and were forced to become updated on the nature of Adult Education.

This project has thoroughly convinced many of the participants of the value of the VTR in teaching adults and the improvement of adult teachers. Its only limitations seems to be the vision of the people charged to its operation.

SPREAD OR SPIN-OFF:

During the early attempts at developing ABE Video Tapes in the Etowah County School System, much interest was expressed in the VTR by school administrators. This system purchased two one-half inch portable VTR's and they are in continuous use. The capabilities, which personnel in ABE have been able to develop, have been passed down to all programs in our entire school system. Some tapes produced in the initial phase of our project were viewed by the staff at Morehead State University and was con-

structively criticized and the expertise, which we have been able to develop, has filtered into the entire school system. Two of our schools, Sardis and West End High Schools, use tapes in small group instruction at least three times a week as a direct result of techniques developed through this project.

This project has initiated some innovations in education which the impact may not be known for several years in the future.

ASSESSMENT OF OUR PROGRAM BY CLIENTS

Route 3
Altoona, Alabama
March 27, 1970

Mr. Wilson
Board of Education
Etowah County Courthouse
Gadsden, Alabama

Dear Mr. Wilson:

I attended Adult Basic Education classes at West End High School. I was able to pass the G. E. D. test after going for one term.

Our teachers, Mr. Morgan and Mrs. Dobbs, were very outstanding. They did everything they could to help us all. We had individual attention and could progress at our own rate of speed.

I, like most of the others, could not not have attended had it not been near my home. I am very grateful for this opportunity.

Sincerely yours,
Mrs. Glendal Hammett

First State Bank OF ALTOONA

"ORGANIZED 1909"

JACK L. RAY
PRESIDENT

Altoona, Alabama

April 4, 1970

Mr. E. C. Wilson
Etowah County Board of Education
Basic Adult Education
Etowah County Court House
Gadsden, Alabama 35902

Dear Mr. Wilson:

The First State Bank of Altoona would like to take this opportunity to let you know what a service your Adult School at West End High School has been to our community. From the "public-spirited bank" we say keep up the good work.

Yours truly,

Jack L. Ray
President

JLR:bs

H. D. JENKINS, M. D.
HEALTH OFFICER

JOHN A. LUSK, JR.
CITY ATTORNEY

B. K. WALKER, SR.
CITY CLERK

TOWN OF ALTOONA

MILLARD THOMAS, MAYOR

ALTOONA, ALABAMA
35952

COUNCILMEN
J. D. PRINCE
JERRY M. MORGAN
HERSHALL DAVENPORT
KENNETH DAVIS
OLIVER J. SLOAN

April 1,1970

Mr. E. C. Wilson
Basic Adult Education
Etowah County Board Of Education
Court House
Gadsden,Alabama 35902

Dear Mr. Wilson:

The City Council of Altoona wants to congratulate you on the splendid result your adult class at West End High School have accomplished. Several of our citizens have secured pay raises and better jobs because of your adult classes.

Thank you

Millard Thomas
Mayor

OFFICE OF

Superintendent of Education

ETOWAH COUNTY

GADSDEN, ALABAMA

C. C. DAVIS
SUPERINTENDENT

BILLY H. RAINS
ASSISTANT SUPERINTENDENT

BILL MAYFIELD
ADMINISTRATIVE ASSISTANT

MEMBERS OF ETOWAH COUNTY
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PETE CARNES, PRESIDENT
MRS. VERALYNE G. TERRELL, VICE-PRES.
DAVID B. CARNES
WAYNE GRISSOM
ROY SPRAGGINS

April 9, 1970

Mr. E. C. Wilson
ABE Director
Etowah County Board of Education
Room 109 - Courthouse
Gadsden, Alabama 35901

Dear Mr. Wilson:

I cannot adequately express our thanks for the school which we had at West End this year. The rewards have been great. The number of students that partcipated in and passed the GED test expresses what this school meant to this community.

Again I say thank you and we believe this school will mean much more in the future.

Sincerely,

Mrs. E. P. Terrell

Mrs. E. P. Terrell
Vice-President
Etowah County Board of Education

WEST END HIGH SCHOOL
Office of the Principal
WALNUT GROVE, ALABAMA

September 26, 1969

Mr. E. C. Wilson
Etowah County Board of Education
Etowah County Courthouse
Gadsden, Alabama

Dear Mr. Wilson:

The West End Adult Class wants to thank you for the television coverage of our class Thursday night and all of the wonderful help you have given us.

Yours truly,

Jerry Morgan

Jerry Morgan

nw

DISSEMINATION

Adult Education Program Here Included In Research Project

E. C. WILSON
. . . program director

For the second year, the adult basic education program of the county and city schools has been selected for a research project conducted by the Appalachian Research Division of Morehead University, Ky.

The project will be financed by a special federal grant of $9,400 to be used to provide equipment, counselors and carry out administrative work of the project.

The program will use outside resource personnel, such as bankers, doctors and home economists, to help adults solve problems. Last year such a program was carried out and results of this program were used to compare the effectiveness of instructional media and traditional methods of teaching.

Director of Adult Education, E. C. Wilson, said many of these sessions in which resource personnel participate, will be video-taped for use in other areas which conduct adult basic education programs.

C. C. Davis, county superintendent of education said, "This area is fortunate to get this project and much credit is to be given to the teachers involved in adult education." He especially praised Wilson for his efforts in obtaining the grant.

Adult education program conducted 24 programs in which over 300 students enrolled. The program is financed by the federal and state governments.

Adult Education Course Planned

A course in adult education will be offered here by Auburn University's Field Laboratory Services program during the winter quarter (Jan. 5 to March 13), according to E. C. Wilson, director of Adult Basic Education for Etowah County.

Registration will be held at Browder Science Hall at Gadsden State Junior College Wednesday at 7 p.m.

The course, VED 413 — Nature of Adult Education, deals with the characteristics of adults as learners, and the history, philosophy and nature of adult education as applied to specific adult groups.

The course carries four hours graduate or upper level undergraduate credit for qualified participants, Wislon said. The fee is $45. Date of the first class will be determined Wednesday.

Adult Education Workshop Slated

A workshop for teachers will be conducted by the Adult Basic Education Department of the Etowah school system tomorrow from 4:30 to 8 p.m., E. C. Wilson, director, announced.

Emphasis will be placed on actual use of audio-visual equipment in the classroom, Wilson said.

In addition to the 27 Etowah teachers, those from five surrounding counties are expected to take part in the workshop.

Adult Education Class At Sanitarium

Pictured are some of the 40 students in the adult education classes of Mrs. Ora Mae Warren at the TB Sanitorium. They all are patients who are working for a general education development certificate. Mrs. Warren (standing left), a retired public school teacher, said her students vary in age from 9 to 72 and range from students with no education to high school graduates who take refresher courses. The classes are under the direction of Etowah County School System's Adult Basic Education Dept., headed by E. C. Wilson.

The Gadsden Times

Established 1867—Now In Our Second Century Of Service

246th Issue

Gadsden, Alabama, Friday, March 20, 1970

Single

Speaks Here

Dr. Alfred P. Wilson, professor of educational administration at New Mexico State University, is in the county school system studying its efficiency. Wilson, a consultant in such matters for over 20 states, was guest speaker at the county teacher's meeting yesterday at Gadsden State Junior College. Above, touring the county's audio-video-graphic communications network are (frem left) Dr. Wilson; Billy J. Rains, county director of curriculum and title III projects; E. C. Wilson, director of adult education.

ry 28, 1970

60,000 Alabama adults never went to school

BY CHRIS WADDLE
P-H Education Writer

dult illiteracy poses a blem met with increasing e over the last 10 years.

'eason:

labama's 1969 census dis-ed 850,000 educationally s a d v a n taged adults — ning the lack of an eighth le education — and 60,000 lts who have never attend-school.

state official charged with bating a d u l t illiteracy the 1960 figures have reased an estimated 20 per t over the decade, due to rate of school drop-outs.

orman Parker, coordina-for adult basic education the State Department of cation, said the majority dults who go back to class start school for the first e are functional illiterates. They can get by all right," ker said, "but they are so h better off if they can d or write."

BE — adult basic educa- — is carried on in 90 of bama's 120 school systems to make adults literate.

Last year, 11,000 Alabamians participated. In a study of the schooling's effects:

—1,600 learned to read, and 1,550 learned to write for the first time.

—1,100 won better-paying jobs, promotions and raises after ABE classes.

—1,200 who were parents said they made a greater effort at keeping their own children in school.

—1,100 subscribed to a newspaper for the first time in their lives.

—700 opened a bank account for the first time.

—More than 2,000 registered to vote for the first time.

—And many of the adult students went to work and stopped receiving welfare payments, according to Parker.

The average age of those in ABE last year was 39. About 65 per cent were women. One white participated for every three Negroes.

Alabama's ABE is relatively new, according to the program coordinator.

The state provided only $25,000 a year for educating the older, un-schooled before 1965, when the appropriation jumped to $100,000 annually to provide matching funds for federal adult e d u c a t i o n grants.

ABE is financed 90 per cent by the federal government and 10 per cent by the state, which last year raised its share to $116,500.

T e c h n i q u es in training adults have advanced along with funding.

A shortcoming, Parker said, had been a lack of teachers qualified to work in ABE.

At first, teachers were sent out of the state for special training. Afterward, Auburn University offered courses for ABE instructors and teaching degrees at undergraduate and higher levels are now offered in the techniques of teaching adults.

Auburn also offers extension courses at night at Florence, Gadsden, H u n t s v i l l e and Mobile for potential ABE teachers, Parker said, and Alabama State University in Montgomery began courses in September.

Teaching adults is a ticklish problem, said another state education official.

"Just because he doesn't know how to read and write doesn't mean the adult is not sophisticated to the ways of the world," he said. "You can't deal with him as a kid. You have to take a different approach."

ABE is one of the most important education programs in Alabama because it fills a vacuum, according to Parker.

"We've overlooked teaching adults for a long time," he said, "but it means giving adults a second chance at an education when they passed it by the first time."

He said the State Department of Education looks forward to ABE's year-by-year growth in the future.

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May 12, 1970

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER MODULE STATISTICS

Please complete this form and include it in your May 31, 1970, final report and future interim and final reports.

I. DEMONSTRATION PROJECT

NAME Alabama Project

ADDRESS Room 109 - Courthouse, Gadsden, Alabama 35901

DIRECTOR(s) Mr. E. C. Wilson

II. GEOGRAPHIC AREA

List the counties your demonstration project serves:

Etowah County

III. TEACHERS

	Full-time	Part-time
Number Employed During 1969 - 1970 Year	0	0
Number Employed at End of 1969 - 1970 Year	0	0
The Average Hours Worked Per Week	0	0

IV. STUDENTS

Number Enrolled During 1969 - 1970 Year	138
Number Enrolled at End of 1969 - 1970 Year	138
Average Hours of Attendance Per Week	500

V. PROJECT ADMINISTRATORS

Full - time	
Part - time	One (1)
Average Hours Per Week	16

VI. OTHER STAFF

Staff Title	Full-time	Part-time	Average Hours Per Week
Counselor		X	12
Secretary	X		40

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on Adult Education